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ABSTRACT

This training packet on the adult learner is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: ABE/ESL adult learners; views of adult development; cooperative learning; implications of adult learning theory for instructional planning; and lesson planning. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements for sessions 1 and 2 contain possible responses and additional instructions. Masters for all handouts and transparencies needed in the sessions are provided. Three supplementary readings for session 1 conclude the packet: The Importance of Context in Adult Learning; Views of Adult Development; and 27 References for Supplementary Readings. (YLB)

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ED 368 942

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

Training Packet for a Three-Session Workshop on

THE ADULT LEARNER

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Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed ten training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach
9. Improving Thinking Skills for Adult Learners
10. Learning Disabilities: Learner Centered Approaches

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two- or three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., they learn from peers as well as from an instructor.

- they have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to apply *theory/information* to practical situations in their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstrations, practice, structured feedback,* and *application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.

2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.

3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.

4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
ADULT LEARNER TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: An inductive/deductive format is used in presenting theory. This approach requires participants to extract theory from experiential activities (inductive format), rather than memorize theory from a lecture (deductive format). Through case study analysis and cooperative learning activities, participants learn about and internalize theory by discussing it with others.

In this training packet, theories of adult learning are presented in three compact readings on *motivation, cognition,* and the *socio-cultural context* of adult learning.

DEMONSTRATION: A video of an adult education class combined with focus questions enable participants to identify and analyze the components of adult learning theory presented in the packet.

PRACTICE: Between sessions participants will have an opportunity to observe and/or practice using theoretical structures of adult learning in real instructional settings.

STRUCTURED FEEDBACK: During Sessions Two and Three, using a matrix for analysis, participants will have the opportunity to synthesize and compare the practices they have tried or observed.

APPLICATION: Finally, participants will construct new lessons that systematically apply theories of adult learning to classes they instruct.

Beyond these selected components of effective staff development, *The Adult Learner* training packet also employs an additional "metacognitive" component:

REFLECTION ON WORKSHOP PROCESSES: At several points during the workshop, participants are required to analyze workshop activities after completing them. During these analyses, participants think about the types of thinking and learning that the activities stimulate. As a result, participants become conscious of the theories and assumptions that underlie and guide this training packet.

During these training sessions, "learning by doing" will be the focus. Participants will experience new instructional approaches, and then will reflect upon, analyze, and generalize from their experience. Such learning is more likely to be remembered and used than is rote learning.

About the Participants...

This training packet is designed for ABE, ESL, and volunteer instructors. Because the content of this packet builds upon theories of complex thinking, it is important for all participants to be involved in all three workshop sessions.

In this training packet, participants work in "like groups" only during selected activities. At these times, small groups of ABE instructors and ESL instructors will be formed. Volunteer instructors will join whichever group most closely approximating their major teaching assignment.

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

WORKSHOP OVERVIEW

Objectives: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and apply this to one's self and to adult learners in the classroom.
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult learning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

Time: Total time required for the workshop: approximately 9 hours:

- Session One: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours over a 2-week period
- Session Two: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours over a 2-week period
- Session Three: 3 hours

Materials Checklist: Hardware:

- Two VHS Players (½") and Two Monitors
- Overhead Projector

Software:

- Video: "The Adult Learner: ABE Classroom" *or* "The Adult Learner: ESL Classroom" (VHS Cassette)
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

Preparations Checklist:

- Tally results of the Participant Questionnaire.
- Duplicate handouts
- Check equipment to be sure that it is working properly and that the video is cued up to the beginning.

WORKSHOP OUTLINE
SESSION ONE

MATERIALS		ACTIVITIES	TIME
H-3,* T-A*	I.	Introduction, Objectives, Agenda Review, Review of Participant Questionnaire	20 min.
Blank Transparency, H-4, H-5, H-6, H-7, T-B, T-C, T-D, R-1,* R-2	II.	Opener: ABE/ESL Adult Learners • Brainstorm characteristics of ABE/ESL adult learners • Common assumptions about adult learners • Importance of context in adult learning	50 min.
		B R E A K	15 min.
H-8, H-9, T-E, T-F	III.	Views of Adult Development • Traditional views of adult development • Recent views of adult development • Group task	40 min.
Blank Transparency, H-10, T-G	IV.	Preparation for Home Task • Brainstorm questions for adult learner • Review home task	30 min.
H-5, H-6, H-11, T-C, T-H	V.	Reflection on Workshop Processes • Note correspondence between adult learning assumptions and workshop activities	25 min.
H-12	VI.	Evaluation, Wrap-Up • Complete Session One Evaluation Form	10 min.

* "H" = "Handout," "T" = "Transparency," "R" = "Supplementary Reading"

WORKSHOP OUTLINE
SESSION TWO

MATERIALS	ACTIVITIES	TIME
H-14,* T-I*	I. Welcome, Summary of Session One, Agenda Review	10 min.
Blank Transparency	II. Feedback on Home Task	20 min.
H-15a-b, H-16, H-17, H-18, H-19, H-20, H-21, H-22	III. Cooperative Learning ("Jigsaw"): Theory Exercise • Read topic papers ("Motivation," "Cognition," and "Socio-Cultural Context") • Plan and report summaries and conclusions	40 min.
	BREAK	15 min.
H-23, T-J	IV. Video Lesson: "The Adult Learner: ABE Classroom" and/or "The Adult Learner: ESL Classroom" • Present video(s) • Complete video focus chart	40 min.
H-16, H-24a-b, H-25	V. Case Study: "Andy" or "Lavette" • Read case study • Discuss focus questions • Resolve case studies	25 min.
H-26a-b	VI. Home Task Assignment • Present focus charts	10 min.
H-5, H-6, H-27, T-K	VII. Reflection on Workshop Processes • Note correspondence between adult learning assumptions and workshop activities	10 min.
H-28	VIII. Evaluation, Wrap-Up • Complete Session Two Evaluation Form	10 min.

* "H" = "Handout," "T" = "Transparency"

WORKSHOP OUTLINE
SESSION THREE

MATERIALS		ACTIVITIES	TIME
H-30*, T-L-a*	I.	Welcome, Summary of Session Two, Agenda Review	10 min.
H-26a-b	II.	Small-Group Feedback on Home Task	20 min.
Blank Transparency	III.	Reflecting on Implications of Adult Learning Theory for Instructional Planning	20 min.
		B R E A K	15 min.
H-31, H-32a-b, H-33, T-M, T-N, T-O	IV.	Lesson Planning (Application) • Plan lesson (group or individual) • Analyze lesson • Feedback on lesson plans	50 min.
H-23, H-34, T-P	V.	Video Review: "The Adult Learner: ABE Classroom" or "The Adult Learner: ESL Classroom" • Present video(s) • Complete video focus chart	40 min.
H-6, T-Q	VI.	Final Reflection on Workshop Processes • Note correspondence between adult learning assumptions and workshop activities	10 min.
H-35a-d	VII.	Evaluation, Wrap-Up • Complete Session Three Evaluation Form	15 min.

* "H" = "Handout," "T" = "Transparency"

TRAINER'S NOTES

SESSION ONE

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See handout H-1 for a sample.)
- ☐ **Send the Participant Questionnaire** (H-2a-b) to all persons responding to the flyer. The suggested maximum of participants for each workshop series is 30 persons.
- ☐ **Duplicate all handouts for Session One** (H-3 through H-12) and arrange them into packets. By providing one packet of materials to each individual, constant handling of materials during the session can be avoided.
- ☐ **Make transparencies** from the Transparency Masters provided for Session One (T-A through T-H).
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may also want to make a transparency of those results to share with participants.
- ☐ **Order all equipment** (overhead projector) and make sure it is operating correctly. Also check the size of the screen and clarity of print from the back of the room.
- ☐ **Obtain name tags** for participants.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for break-out activities. Consider which room arrangement will best facilitate your activities.
- ☐ **Prepare a sign-in sheet** to verify attendance at both workshops. Include space for names, addresses and phone numbers for future contact with participants.
- ☐ **Arrange for any refreshments** that will be available.
- ☐ **Read the Trainer Notes for Session One,** pages 10 through 15. **Review** handouts H-3 through H-12 and transparencies T-A through T-H.

TRAINER NOTES: SESSION ONE

MATERIALS		ACTIVITIES	TIMES
	I.	**Introduction, Objectives, Agenda Review, Results of Participant Questionnaire (Whole Group)**	20 min.
		A. **Introduction:** Trainer(s) introduces him/herself. As a warm-up, ask the group to raise hands in response to the following questions: How many are ABE instructors? How many teach ESL? How many are volunteers? (Also ask other relevant questions.)	
H-3*, T-A*		B. **Agenda/Objectives:** Call attention to the agenda for Session One of the workshop (using H-3 and T-A) and quickly summarize the day's activities and their relationship to the workshop objectives and outcomes. Note that the workshop will model the processes it recommends.	
		C. **Questionnaire:** Describe how the workshop activities will relate to the results of the Participant Questionnaire.	
	II.	**Opener: ABE/ESL Adult Learner**	50 min.
H-4		A. **Paired Activity:** Ask participants to select partners (preferably ones they don't know well so the activity can also serve as an ice-breaker). Ask each pair to spend 5 minutes identifying five characteristics that are unique to ABE/ESL Adult Learners (using H-4).	
Blank Transparency		B. **Characteristics:** Call participants back into a whole group. Ask each pair to state one characteristic that has not already been stated. Record the essence of each item on a blank transparency. Continue until all characteristics that pairs identified have been listed.	
T-B		C. **Comparison:** Comment on the high quality of the group's list. Display a list of adult learner characteristics taken from the research literature (T-B). Ask participants to comment on comparisons between the two lists.	

* "H" = "Handout," "T" = "Transparency"

MATERIALS	ACTIVITIES	TIMES
H-5, H-6, H-7, T-B, T-C, T-D, R-1*	**D. Common Assumptions About Adult Learners:** • Use T-B, T-C, H-5, and H-6 to review some commonly-held assumptions about the nature, motivations, and learning processes of adult learners. • Use H-7 and T-D to review some recent developments from the field of cognitive science that have impacts on adult education. Emphasize the importance of giving particular attention to *context* in adult learning by contrasting the traditional, "building block" view of learning with the more recent, "constructivist" view.	
	NOTE: Refer participants to Supplementary Reading, "The Importance of Context in Adult Learning," R-1.	
	BREAK	15 min.
H-8, T-E	**III. Views of Adult Development**	40 min.
	A. Traditional Views of Adult Development Refer to H-8 and T-E to discuss an example of a traditional view of Adult Development, extracted from the work of Daniel Levinson. Stage-like theories such as this, until the early 1980's, were long the focus of discussions of adult development. Lead a discussion of the usefulness and problems of this sort of conception. Among the issues that might be raised are the following: • Usefulness — Offers a "scale" on which to situate the lives of learners. — Can serve to target instruction depending upon the level of development of a specific learner.	

* "R" = "Supplementary Reading"

MATERIALS	ACTIVITIES	TIMES

- Problems
  - — Research was done with white men, and does not reflect differences in gender, class, or culture.
  - — The assumption of predictable stages does not hold for everyone's lives.

H-9, T-F, R-2

B. Recent Views of Adult Development

Lead a discussion using H-9 and T-F. Point out that recent theories have emerged that present a much more complex picture of adult development, and that current theories may be grouped into three areas:

- Physical Change
  - — While there are certain predictable physical results of aging that can affect learning (e.g., changes in senses, reaction time, memory), these vary widely from person to person, and the "degenerative" model of aging is not widely favored. It is suggested that the development of judgment, wisdom, and experience often offset or override certain physical changes.
- Psychological Change
  - — There is a considerably more complex picture emerging than the earlier "stage theories" (e.g., Levinson) might have suggested. Other approaches, such as a "life event" framework argue that certain life events — not necessarily predictable — happen to shape one's development, and also influence learning. Other researchers argue that transitions and transformations of an internal or external nature in one's life are critical parts to understanding development. Feminist researchers (e.g., Carol Gilligan) argue that one's relationships comprise a critical dimension of adult development that was virtually ignored by earlier stage theories that focused on adults external lives "in the world" rather than on families, intimacy, and other relationships.

MATERIALS	ACTIVITIES	TIMES

- Sociocultural Factors

  — This view argues that previous perspectives focusing solely on the individual left out issues from the broader social, economic, or political world that often impact on adult learners as much or more than individual issues.

  — It suggests that the view of adulthood and adult development can vary depending upon one's socialization, social role, culture, gender, class, sexual orientation, or other critical factor.

NOTE: Refer participants to a more detailed discussion of adult development in the Supplementary Reading, "Views of Adult Development," R-2.

H-9

C. Group Task to Apply Views of Adult Development

Have participants form small groups. Ask them to use the discussion questions at the bottom of H-9 to do an analysis of themselves or a family member to apply the more recent views of adult development. Ask the members of the groups to share their analyses with each other, and if there is time, to share syntheses with the whole workshop group.

IV. Preparation for Home Task 30 min.

A. **Brainstorm Questions for Adult Learner Profile.** Explain to the group that their take-home task assignment will be to develop a profile description of an ABE or ESL learner, and to bring this written profile back to the second workshop session to share with the rest of the group. There are two rationales for this task:

MATERIALS	ACTIVITIES	TIMES

(1) Teachers need to be able to do research and gather needs-assessment data about learners in their classes; and

(2) This direct data gathered from participants' own classes will enhance considerably the realistic context of the workshop.

Blank Transparency

Then, elicit possible interview questions from the group. List them on an overhead transparency or flip chart. Help the group to refine the questions. Some issues you may wish to be sure the group considers are:

- age;
- gender;
- educational background, past experiences with school
- reasons for attending ABE/ESL literacy program;
- work experience;
- family situation;
- kinds of things they've learned on own; and
- ways they like to learn best.

H-10, T-G

B. **Review the Home Task.** Use H-10 and T-G to explain the Home Task. Walk through all of the procedures. Be prepared to negotiate or adjust any elements that the group wishes to change. Remind them that they must return to Session Two with ***10 copies*** of a brief (1-2 page) adult learner profile.

V. Reflection on Workshop Processes

H-5, H-6, H-11, T-C

A. **Review:** Ask participants to locate H-11 in their packets, and call their attention to H-5 and H-6. With the whole group, use T-C to quickly review the six assumptions about adult learning discussed earlier in the workshop. 25 min.

B. **Correspondence With Workshop:** Ask participants to reflect on the activities of this workshop to this point and to identify aspects that correspond with any of the six assumptions about adult learning. Ask participants to note those correspondences in the appropriate boxes of H-11.

MATERIALS	ACTIVITIES	TIMES

NOTE: If the time is short, this activity may be "presented" by the trainer although an inductive approach is preferable.

T-H

C. Record a sampling of responses on T-H as described above.

NOTE: One set of possible responses is provided in the Trainer's Supplement on page 27.

VI. Workshop Evaluation and Wrap-Up

H-12a-d

A. Wrap-up the workshop by summarizing activities.

B. Ask participants to complete the Evaluation Form (H-12).

C. Thank participants for their responses.

D. Remind them of Workshop Two. Give place and date if known.

NOTE: These annotated notes are designed to provide detailed assistance in understanding the intended sequence, message and timing of this workshop. Leaders, once they understand this outline, may want to make their own notes to follow during the workshop, to make their presentation of the workshop smoother and more spontaneous.

TRAINER'S NOTES

SESSION TWO

BEFORE SESSION TWO

The following tasks should be completed *before* Session Two of the workshop:

- ☐ **Send Notice of Session Two** (H-13) to Session One participants only. This notice should include a reminder that participants should bring their entire handout packets from Session One with them to Session Two, especially the Home Task. Remind them to complete the home task.

- ☐ **Review sign-in sheet from Session One** to verify attendance.

- ☐ **Duplicate all handouts for Session Two** (H-14 through H-28) and arrange them into packets. Also duplicate a few extra sets of handouts for Session One (H-3 through H-12) for those participants who forget to bring theirs to Session Two.

- ☐ **Make extra copies of handouts H-5 and H-6** from Session One. (They will be used again.)

- ☐ **Prepare transparencies** from all of the Transparency Masters provided for Session Two (T-I through T-K).

- ☐ **Make two signs or folded cards** for each expert group: MOTIVATION, COGNITION, AND SOCIO-CULTURAL.

- ☐ **Check equipment** (VHS players and monitors, and overhead projector) to make sure it is working properly. Check screen size and readability of print on screen.

- ☐ **Arrange for a place to hold Session Two;** make sure it has sufficient space and movable chairs for break-out session.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Obtain name tags** for participants.

- ☐ **Read the Trainer's Notes for Session Two,** pages 17 through 21. **Review** handouts H-14 through H-28 and transparencies T-I through T-K.

TRAINER NOTES: SESSION TWO

MATERIALS	ACTIVITIES	TIMES
	I. Welcome, Summary of Session One, Agenda Review	10 min.
	A. Welcome participants (they should be the same as those who attended Session One). Review what happened during Session One and during the break between sessions.	
H-14, T-I	B. **Agenda:** Present the agenda for Session Two (using H-14 and T-I). Quickly summarize the day's activities.	
	II. Feedback on Home Task	20 min.
	A. **Small Group Reports.** Ask participants to form small groups of about five people. Have them circulate and discuss each of the profiles each person has brought. Ask them to identify and prepare to report back on common themes or key issues. Have each group appoint a spokesperson.	
Blank Transparency	B. **Whole Group Discussion.** Ask each group to report briefly on the common themes or key issues identified in the profiles they reviewed. Record issues as appropriate on a blank transparency.	
	III. Cooperative Learning ("Jigsaw"): Theory Exercise	40 min.
H-15a-b, H-16, H-17	A. **Home Teams:** Divide participants into Home Teams of six. Explain that these teams will participate in a "Jigsaw" activity: a cooperative learning exercise which fosters group inter-dependence. (Background and principles of Cooperative Learning can be found in H-15a-b.) In a "Jigsaw," different group members acquire different pieces of information, then the group uses all those pieces to solve a problem or "puzzle." (See instructions for the "Jigsaw" activity on H-17.) Ask each Home Team to discuss and answer the Focus Questions (H-16).	

MATERIALS **ACTIVITIES** **TIMES**

NOTE: At this point you are just over one hour into the workshop.

H-17

B. **Expert Groups:** Instruct two persons from each Home Team to go to one of the Expert Groups ("Motivation," "Cognition," and "Socio-Cultural Context"). (Again, see the instructions for the "Jigsaw" activity on page H-17.)

NOTE: Expert groups may be sub-divided into groups of 5 to save time and facilitate communication. You may want to show a brief jigsaw diagram on a blank overhead to explain group movement. For example,

H-18 through H-22

Instruct participants to read their topic papers (H-18, H-19, or H-20; with references in H-21) and then fill out the "Expert Group" Planning Worksheet (H-22). They should prepare themselves to report their conclusions to their Home Teams.

C. **Expert Reports:** Once back in their Home Teams, each pair will report the summaries and conclusions reached in their expert groups.

NOTE: Leaders should monitor groups during the above activity.

D. **Feedback:** Take a few minutes to sample responses.

H-15a-b, H-17

E. **References:** Mention to participants that Jigsaw is an activity they may want to use in their classrooms and that instructions for conducting the Jigsaw activity are provided as handout H-17. In addition, a statement on cooperative learning can be found in H-15a-b.

MATERIALS	ACTIVITIES	TIMES
	BREAK	15 min.
	NOTE: Have the video(s) set up and ready to start either before the workshop or during the break.	
	IV. Video Lessons: "The Adult Learner: ABE Classroom" and "The Adult Learner, ESL Classroom"	40 min.
H-23, T-J	A. **Focus Chart:** In the whole group, refer participants to the Video Focus Chart in their packets (H-23). Briefly explain the chart (using T-J). Ask them to think about the three categories as they watch the video.	
	B. If there are sufficient numbers of ABE and ESL participants, you can divide the group into two rooms. In one room, show the ESL classroom video and, in the other, the ABE classroom video. If two rooms or two video players are not available, show *both* videos to the entire group and then divide into ABE and ESL pairs.	
	C. Show the video(s).	
H-23	D. **Paired Activity:** Have pairs complete the Video Focus Chart (H-23) by identifying ways in which Motivation, Cognition, and Socio-Cultural Context were addressed by the instructor in the video. This chart is important as it will serve as a sample for the Home Task. Monitor participants' progress during this task. Ask the participants to bring their charts with them to Session Two, when they will be incorporated into the lesson.	
	V. Case Study: "Andy" or "Lavette"	25 min.
H-16, H-24a-b	A. **Read Case Study:** Ask participants to locate the Case Studies (H-24a-b) and the Case Study Focus Questions (H-16) in their packets. Determine which case study seems most relevant to the *whole group* ("Andy" for a predominantly ESL group, or	

MATERIALS	ACTIVITIES	TIMES
	"Lavette" for predominantly ABE group.) Allow 5 minutes for participants to read the Case Study you have chosen.	
	NOTE: Two additional case studies are provided, Lisa and Alicia (H-24c-d). The trainer may use these as alternative case studies.	
H-25	B. **Resolve Case Study:** Form small groups. Ask groups to use H-25 to analyze the case study they have chosen. Ask them to be prepared to report their outcomes to the whole group.	
	VI. Home Task Assignment	10 min.
H-26a-b	A. **Focus Charts:** Refer participants to the Home Task Focus Charts in their packets (H-26a-b). Explain that, similar to the Video Focus Chart, participants should analyze their past and current classroom experiences according to the categories in the chart. Point out that the task has two pages to be completed at their home sites.	
	B. Ask participants to bring their entire handout packets from Session One and Two with them when they attend Session Three. Announce the time and place of Session Three, if known.	
	VII. Reflection on Workshop Processes	10 min.
H-5, H-6, H-27, T-K	A. **Review:** Ask participants to locate handout H-27 in their packets. With the whole group, use T-K and H-5 and H-6 to review the six assumptions about adult learning discussed in Session One.	
H-27, T-K	B. **Reflection:** Ask participants to reflect upon the workshop activities and to identify ways that the activities correspond with any of the six assumptions about adult learning. Ask them to note those correspondences in the appropriate boxes of H-27.	
	C. **Feedback:** Fill in T-K by taking a sampling of responses from the whole group.	

MATERIALS	ACTIVITIES	TIMES
	VIII. Evaluation, Wrap-Up	10 min.
H-28a-d	**A. Evaluation:** Ask participants to complete the Evaluation Form for Session Two (H-28).	
	B. Wrap-Up: Thank participants for their time and effort. Remind them of Session Three and give time and place, if known.	

TRAINER'S NOTES

SESSION THREE

BEFORE SESSION THREE

The following tasks should be completed *before* Session Three of the workshop:

- ☐ **Send Notice of Session Three** (H-29) to Session Two participants only. This notice should include a reminder that participants should bring their entire handout packets from Session Two with them to Session Three, especially their Video Focus Charts and their Classroom Focus Charts (the home task). Remind them to complete the home task.

- ☐ **Review sign-in sheet from Session Two** to verify attendance.

- ☐ **Duplicate all handouts for Session Three** (H-30 through H-35) and arrange them into packets. Also duplicate a few extra sets of handouts for Session Two (H-14 through H-27) for those participants who forget to bring theirs to Session Three.

- ☐ **Make extra copies of handouts H-5 and H-6** from Sessions One and Two. (They will be used again.)

- ☐ **Prepare transparencies** from all of the Transparency Masters provided for Session Three (T-L through T-Q).

- ☐ **Check equipment** (VHS players and monitors, and overhead projector) to make sure it is working properly. Check screen size and readability of print on screen.

- ☐ **Arrange for a place to hold Session Three;** make sure it has sufficient space and movable chairs for break-out session.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Obtain name tags** for participants.

- ☐ **Read the Trainer's Notes for Session Three,** pages 23 through 26. **Review** handouts H-30 through H-35 and transparencies T-L through T-Q.

TRAINER NOTES: SESSION THREE

MATERIALS		ACTIVITIES	TIMES
H-30, T-L	I.	**Welcome, Summary of Session Two, Agenda Review**	10 min.
		A. **Welcome participants** (they should be the same as those who attended Session Two). Review what has happened during Session Two and during the break between sessions.	
		B. **Agenda.** Present the agenda for Session Three (using H-30 and T-L). Quickly summarize the day's activities.	
	II.	**Small-Group Feedback on Home Task**	20 min.
H-26		**Report on Home Tasks:** Ask all groups to appoint group facilitators. Ask group facilitators to make sure that each group member has the opportunity to report on the home task assignment (using H-26) and to receive feedback from others.	
Blank Transparency	III.	**Reflecting on the Implications of Adult Learning Theory for Instructional Planning**	20 min.
		Using a blank overhead transparency, ask the group to reflect upon principles of adult learning and development that have been covered in the previous two workshop sessions. In particular, ask them to identify principles that have direct implications for planning lessons and developing materials.	
		Possible ideas about adult learners that you may wish to remind participants of may include:	
		• The importance of using the personal experiences of adult learners.	
		• Adult learners seek direct application of their learning.	
		• Adult learners are influenced by a complex sociocultural context, and learning needs to take this into account.	

MATERIALS	ACTIVITIES	TIMES
	The constructivist view of learning — that adults need to acquire knowledge in context, and experiment with it, to construct meaning for themselves.	
	• The need to address diversity in gender, age, culture, and class.	
	As you list the principles, ask group members for examples of how they would apply the principles in specific lesson activities. Once you are finished, transition to the next activity, the design of a lesson.	
	BREAK	15 min.
	IV. Lesson Planning (Application)	
H-31, H-32a-b	A. Ask participants to form pairs or triads with other members of their groups from Activity III (Small-Group Feedback on Home Task). (See instructions for Session Two grouping on page 30 in the Trainer's Supplements.) Each pair or triad should choose one of the Classroom Scenarios presented in H-32a-b and then should plan a lesson for that "classroom," using H-31. In designing their lesson, participants should apply the principles of adult learning covered earlier in the workshop.	50 min.
H-33	B. **Analysis:** Next, the same pairs or triads should analyze their lesson plans according to the framework presented in H-33.	
T-M, T-N, T-O	C. **Brainstorm:** Finally, ask participants to return to the whole group (or to two large groups, ABE and ESL, if appropriate). Record a brainstorm of classroom activities from participants' lesson plans. Categorize each activity according to the area of adult learning theory that it seems to reflect best: motivation, cognition, or socio-cultural context (using T-M, T-N, and T-O).	

MATERIALS	ACTIVITIES	TIMES
	D. Ask participants to turn in their lesson plans. Offer to duplicate and send them to all participants: ABE lessons to ABE teachers and ESL lessons to ESL teachers. (This will serve as a follow-up reminder to teachers to incorporate adult learning principles in their teaching.)	
	V. Video Review (Whole and Small Groups)	40 min.
H-23, H-34, T-P	A. **Review:** Ask participants to review their first analysis of the video, as represented in their Video Focus Charts (H-23). Ask them to recall any new insights they have gained since they saw the videos the first time.	
	B. Place participants in groups of 5 to 9 according to whether they are ABE or ESL instructors. Volunteer instructors should attend whichever groups are appropriate to their instrucuonal positions.	
	C. Show the video again.	
	D. **Analysis:** Ask participants to locate H-34 and to record on that handout any insights they have gained about the video. Encourage them to critique the quality of the lesson plan.	
	E. **Feedback:** Ask participants to share a sampling of their ideas with the whole group. Record these sample ideas on T-P.	
H-6, T-Q	**VI. Final Reflection on Workshop Process**	10 min.
	Ask participants to reflect upon the workshop activities of all three sessions and to identify either: • ways the activities correspond with any of the six assumptions about adult learning (refer to H-6); or • ways the activities could have been changed or improved. Use T-Q to record responses.	

MATERIALS	ACTIVITIES	TIMES
H-35a-d	**VII. Evaluation and Wrap-Up**	15 min.

A. **Evaluation.** Ask participants to complete the Evaluation Forms for Session Three (H-35a-d).

B. **Wrap-Up.** Thank participants for their time and effort. Remind them of the five objectives of these three workshops on the Adult Learner and the variety of activities used to achieve them. Remind them to turn in their evaluations.

TRAINER'S SUPPLEMENTS

Trainer's Supplement: Possible Responses for REFLECTIONS ON SESSION ONE PROCESSES

Comfort/Success

- Opener/Brainstorming Adult Learner Characteristics: paired work created comfort
- Traditional/Modern Views of Adult Development: provided information in clear, nonthreatening way
- Preparation for Home Task: task to interview a learner is nonthreatening and leads to personalization of theories

Input

- Opener/Brainstorming Adult Learner Characteristics: relied heavily on input and pre-existing knowledge of group
- Traditional/Modern Views of Adult Development: invited participants to critique traditional models and to situate themselves in newer models
- Preparation for Home Task: participant input provides structure of task

Social Learning

- Opener/Brainstorming Adult Learner Characteristics: group process involved learning as a social phenomena
- Traditional/Modern Views of Adult Development: engaged in a group process following initial lecture
- Preparation for Home Task: group develops home task criteria

Variety

- Opener/Brainstorming Adult Learner Characteristics: offered an alternative to traditional lecture format
- Traditional/Modern Views of Adult Development: integrated lecture and group process
- Preparation for Home Task: home task engages teacher as researcher

Experiences

- Opener/Brainstorming Adult Learner Characteristics: enabled participants to draw on own experiences
- Traditional/Modern Views of Adult Development: invited learners to critique traditional models and to apply newer models
- Preparation for Home Task: home task involves participants' own teaching contexts

Application

- Opener/Brainstorming Adult Learner Characteristics: compared own experiences to research-based theory
- Traditional/Modern Views of Adult Development: participants were asked to apply newer theories to their own personal development as adults
- Preparation for Home Task: direct application to learners' classrooms

Trainer's Supplement: Possible Responses for "The Adult Learner: ABE Classroom"

VIDEO FOCUS CHART

Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were addressed in the video.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior

- Inquiries about personal use of coupons
- Students select the coupons of interest to them
- Provides practice (comfort) in reading coupons
- Encourages students to try out using chosen coupons

COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school

- Hands-on use of real coupons
- Presentation about why coupons are useful
- Question/answer session (monitoring) regarding coupon content
- Computing savings application of learning

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act

- Inquires about actual use of coupons in daily lives and why not used
- Selection of coupons from local newspapers and of real use to students
- Shopping in neighborhood store to confirm use

Trainer's Supplement: Possible Responses for "The Adult Learner: ESL Classroom"

VIDEO FOCUS CHART

Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were addressed in the video.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior
- Language lesson related to workplace (call in absence and excuse for absence)
- Students are involved in making choices for legitimate absences
- Practice in calling in a safe environment

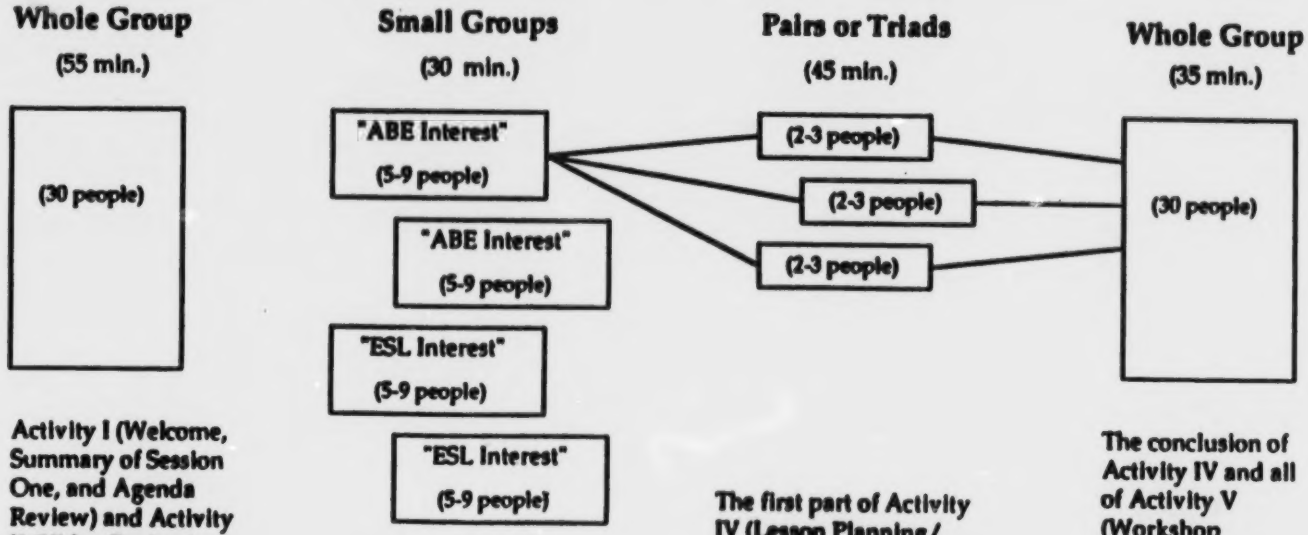
COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school
- Presentation of grammar structures
- Paired practice (role playing)
- Question/answer regarding excuses (monitoring and metacognition)
- Practice related to workplace (of importance to students)

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act
- Presentation on what are "acceptable" excuses in the U.S.A. in contrast to other cultures
- Notes that "structure" alone is insufficient - content is culture-based
- Practice dialogs for calls empowers students to use in daily lives

These instructions describe the process for grouping participants throughout Session Two of the workshop. (Instructions assume a group of 30.)



Activity I (Welcome, Summary of Session One, and Agenda Review) and Activity II (Video Review) are conducted in the whole group.

Activity III (Small Group Feedback on Home Task) is conducted in groups of 5 - 9 people, grouped by their primary teaching assignment, ABE or ESL.

The first part of Activity IV (Lesson Planning/ Application) is conducted in pairs or triads of people drawn from the small groups formed for Activity III.

The conclusion of Activity IV and all of Activity V (Workshop Evaluation) are conducted in the whole group.

Trainer's Supplement: Possible Responses for REFLECTIONS ON SESSION TWO PROCESSES

Comfort/Success

- Cooperative Learning: team learning increased chance of success and comfort level
- Video: no right or wrong answers — based on own observations
- Case Study: difficult situation considered in safe environment

Input

- Cooperative Learning: teams decide on own structure and operation
- Video: video analysis is open-ended, without "right" answers
- Case Study: participants develop a variety of responses and analyses

Social Learning

- Cooperative Learning: peer teaching and small-group problem-solving are maximized
- Video: group analysis and brainstorming enables learning from peers
- Case Study: presentation of cases drawn from real world enhances role of social context

Variety

- Cooperative Learning: considerable variety involving reading, two forms of grouping
- Video: provided for a different modality and different context to be introduced to the training session
- Case Study: provided context from real-life in a non-abstract fashion

Experiences

- Cooperative Learning: people employed own experiences to interpret new texts
- Video: comparison with own experiences was encouraged
- Case Study: realistic situation evokes participants' own experiences

Application

- Cooperative Learning: application of theory drawn from reading to a practical situation
- Video: apply insights from own experience to video analysis
- Case Study: apply own experience to specific context of individual adult learner

HANDOUT MASTERS

HANDOUTS

SESSION ONE

You Are Invited to Attend
A Free, Three-Session Workshop on

THE ADULT LEARNER

By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and to adult learners in the classroom.
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult learning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Date of Session 3: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

- - - -

THE ADULT LEARNER WORKSHOP: PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on The Adult Learner, please complete this form and send it to the address at the right by _____ (date).

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Address: _____

Please check the appropriate boxes below.

1. Are you teaching now? ☐ Yes ☐ No

2. Are you a volunteer? ☐ Yes ☐ No

3. If "yes," what subject(s) do you currently teach?

   ☐ Adult Basic Education

   ☐ English as a Second Language

   ☐ Other, please specify: _____

   _____

4. In which of the following settings do you currently teach? Check all that apply.

   ☐ Classroom

   ☐ Learning Laboratory

   ☐ One-on-One Tutoring

   ☐ Computerized Instruction

   ☐ Distance Learning

   ☐ Other, please specify: _____

   _____

5. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1".)

- ☐ Adults
- ☐ High School/Junior High School
- ☐ Elementary/Preschool Students

6. What kind of instructor training have you received? Check all that apply.

- ☐ Credential program in adult education
- ☐ College courses on adult education
- ☐ Workshops/conferences on adult education
- ☐ Credential program in elementary/secondary education
- ☐ College courses on elementary/secondary education
- ☐ Workshops/conferences on elementary/secondary education

7. How informed are you about the following topics? Circle the number that best rates your knowledge of each topic.

	Completely un-informed			Extremely well-informed
Motivating Students	1	2	3	4
Students' Self-Esteem	1	2	3	4
Learning Styles	1	2	3	4
Metacognition	1	2	3	4
Cooperative Learning	1	2	3	4
Student-Centered Learning	1	2	3	4
Context-Based Learning	1	2	3	4
Education for Social Change	1	2	3	4

THE ADULT LEARNER
SESSION ONE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and apply this to one's self and to adult learners in the classroom;
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult earning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Introduction, Objectives, Agenda Review, Review of Participant Questionnaire

II. Opener: ABE/ESL Adult Learners
- Brainstorm characteristics of ABE/ESL adult learners

BREAK

III. Views of Adult Development
- Discussion
- Group Task

IV. Preparation for Home Task
- Brainstorm questions for adult learners
- Review home task

V. Reflection of Workshop Processes
- Note correspondence between adult learning assumptions and workshop activities

VI. Evaluation and Wrap-Up
- Complete Session One Evaluation Form

ABE/ESL ADULT LEARNERS WORKSHEET

Please list five characteristics that are unique to ABE/ESL Adult Learners.

1. _____

2. _____

3. _____

4. _____

5. _____

ABE/ESL ADULT LEARNERS:

- are **DIVERSE.**
  - vary widely among ages, abilities, job experiences, cultural backgrounds, and personal goals.
  - range in educational backgrounds from no formal schooling through many years of schooling.
  - carry well-developed personal identities.
  - carry reservoirs of personal experiences, which are learning resources.

- tend to be **VOLUNTARY LEARNERS.**
  - believe the decision to return to school is an important one.
  - believe that education will be helpful.

- tend to be **PRAGMATIC LEARNERS.**
  - study to improve their performance in other social roles, such as workers and parents.
  - let their schoolwork take a backseat to other responsibilities, such as jobs and families.
  - expect their class time to be well spent.
  - hope their courses will help them solve problems in their daily lives.

- may be **INSECURE.**
  - may feel embarrassed about returning to school.
  - may feel embarrassed to join classes with younger students.
  - may hold negative impressions of their own abilities.
  - may hold negative impressions of schools and teachers.

(Knowles, 1970; Koehler, 1968; Cross, 1981. References are provided in Handout 10.)

ASSUMPTIONS ABOUT ADULT LEARNING

Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., to learn from peers as well as from an instructor.
- they have a *variety* of learning options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.
- they are able to associate new learning with previous *experiences* and to use those experiences while learning.
- they have an opportunity to *apply theory/information* to practical situations related to their own lives.

THE IMPORTANCE OF CONTEXT IN ADULT LEARNING

A Traditional View

- Complex skills can be broken down into simple skills.
- Each simple skill can be mastered independently, out of context.
- Only when all components are mastered can more complex thinking skills develop.
- The teacher is the active agent, imparting knowledge to the passive learner as though filling an empty vessel.

A Constructivist View of Learning

- Learners are not passive vessels, but active participants in their own learning. Learners actively doing, trying, making mistakes, and trying again are important parts of learning.
- Knowledge is acquired from experience with complex, meaningful problems rather than from practicing subskills and learning isolated bits of knowledge. Humans want to understand things and pull them together.
- Learners bring prior knowledge and experience with them to class. The instructor does not write on a blank slate, but works with learners to confirm, critique, modify, replace, and add to what is already there.
- Skills and knowledge are best acquired in context. Context is critical, for it provides meaning to learning.
- People do not easily or predictably transfer learning from school to real life, from real life to school, or from one subject to another. We should thus "teach for transfer."

TRADITIONAL VIEWS OF ADULT DEVELOPMENT

Until the 1980's, Adult Development was usually viewed in ways that looked like this:

Developmental Periods in Early and Middle Adulthood

A. Pre-Adulthood

- Childhood & adolescence (birth-17 years of age)
- Early adult transition (17-22)

B. Early Adulthood

- Entering the adult world (22-28)
- Age thirty transition (28-33)
- Settling down (33-40)

C. Middle Adulthood

- Mid-Life Transition (40-45)
- Entering middle adulthood (45-50)
- Age fifty transition (50-55)
- Culmination of middle adulthood (55-60)

D. Late Adulthood

- Late adult transition (60-65)
- Late adulthood

Source: Levinson, D., et al. (1978). *The Seasons of a Man's Life.* New York: Knopf.

Discussion Questions:

1. In what ways can such a conception be useful to adult educators?
2. What problems could there be with this conception of adult development?

RECENT VIEWS OF ADULT DEVELOPMENT

There has been great recent evolution in views of adult development, informed by research on gender, culture, age, and class. As a result, a complex set of views has emerged, which may be characterized as follows:

Three Recent Perspectives on Adult Development

Physical Change

- Effects of aging
- Diversity in how adults adjust to age-related physical changes

Psychological Change

- Stage-theories of development
- Life event framework
- Transitions/Transformations
- Relationships

Sociocultural Factors

- Change determined as much by sociocultural, economic, and political context as by individual maturation
- Socialization and social roles are critical
- Cultural difference offers differing views of adulthood

Source: Merriam, S. & Cafarella, R. (1991). *Learning in Adulthood.* San Francisco: Jossey-Bass.

Discussion Questions:

1. Form a group and discuss each of the three areas noted above (Physical Change, Psychological Change, and Sociocultural Factors) to clarify their meaning.

2. Focus on your own life or that of one of your family members and do a brief analysis of key aspects of your (or your family member's) adult development employing these three areas.

3. Discuss your analysis with the members of your group, and be prepared to share a synthesis of your findings with the whole workshop group.

HOME TASK:
PROFILE OF AN ADULT LEARNER

Instructions:

1. Take down on paper the adult learner interview questions that have been generated by the group.

2. In the interim period before the next training session, identify and obtain permission to interview an adult learner in an ABE or ESL program to which you have access. Be sure that all involved understand your purpose: to educate you; not to evaluate the individual or the program.

3. Conduct the interview. Tape record it if possible. (Be sure to get permission from anyone you tape record.) In any case, take good notes. Try to follow your list of questions, but be open to anything the learner wants to tell you, in any way and in any order s/he wants to tell it to you.

4. As soon as possible after the interview, write about it. Develop a portrait of the learner that is 1-2 pages in length. You may wish to assign the learner a pseudonym to preserve confidentiality. Review the portrait and revise it as needed to make sure you have included all key issues.

5. Duplicate about 10 copies of your portrait (or more if requested by the workshop presenter) and bring it back to the second workshop to share with colleagues.

REFLECTIONS ON SESSION ONE PROCESSES

Comfort/Success

Input

Social Learning

Variety

Experiences

Application

SESSION ONE EVALUATION
THE ADULT LEARNER

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The technical quality of the overheads was

   (poor) 1 2 3 4 5 (excellent)

4. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

HANDOUTS

SESSION TWO

REMINDER!

Session Two of the Workshop on

THE ADULT LEARNER

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Home-Task Worksheets
2. Materials from Session One

Please complete and return this portion to:

_____

_____

☐ Yes, I will attend Session Two of the workshop on *The Adult Learner*.

Name: _____ Telephone: (____) _____

Job Title: _____

Address: _____

_____

(City) (State) (Zip)

THE ADULT LEARNER
SESSION TWO
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and to adult learners in the classroom;
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult earning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Welcome, Summary of Session One, Agenda Review

II. Feedback on Home Task

III. Cooperative Learning (Jigsaw): Theory Exercise

- Read topic papers
- Plan and report

BREAK (15 minutes)

IV. Video Lesson: "The Adult Learner: ABE Classroom" and/or "The Adult Learner: ESL Classroom"

- Present video(s)
- Complete video focus chart

V. Case Study: "Andy" or "Lavette"

- Read case study
- Discuss focus questions
- Resolve case studies

VI. Home Task Assignment

- Present focus charts

VII. Reflection on Workshop Processes

- Note correspondence between adult learning assumptions and workshop activities

VIII. Evaluation and Wrap-Up

- Complete Session Two Evaluation Form

COOPERATIVE LEARNING

Providing opportunities for students to work in groups encourages cooperative learning—students learning with and from each other rather than competing against each other. Cooperative learning is particularly appropriate for adult basic education and English as a second language classrooms where students may already be anxious and insecure about learning and often come from cultures where competition is not valued.

Cooperative learning is more than putting students in groups. Classroom activities and lesson content are structured so that learners come to see each other as resources while learning skills of working with others from diverse cultures to achieve common goals. Reversing inequalities and developing egalitarian social structures in the classroom can also help students learn strategies for achieving equity and justice in broader, societal contexts.

Research demonstrates "dramatic achievement gains for non-white students" in classrooms using cooperative learning (Slavin, 1983; Kagan, 1985). White students also achieve more in cooperative than in traditional classrooms, although their gains are less dramatic. Learning style research revels cooperative learning preferences by Hispanic and African-American students. This research suggests that traditional classrooms provide a bias in values and learning styles that favors Euro-American students (Kagan, 1985).

There are several key principles implicit in cooperative learning situations:

- **Cooperative learning is democratic**—all students are active group participants and have equal access to resources. Groups are heterogeneous: mixed by ability, race, age, and gender. Diversity is valued. Acceptance of differences in ethnicity and personality as well as physical and intellectual differences are fostered.

- **Learners are encouraged to take responsibility** for themselves and other group members. Group tasks are designed to facilitate interpersonal interaction; and to develop such skills as reading, listening, encouraging, giving constructive feedback, and checking for understanding. Cooperative learning often focuses on collective problem solving or decision making.

- **Extrinsic motivation, assessment, and rewards are minimized**, and the values of cooperating, sharing, and helping others learn are encouraged. Learners are encouraged to carry these values outside of the classroom to other areas of their lives.

- **Critical thinking and reflection is encouraged.** Accelerated learning and achievement is increased for all ability levels.

Jigsaw

One type of cooperative learning structure is the "Jigsaw," developed by Eliot Aronson at the University of Texas (1978). Jigsaw was designed to facilitate learning in situations where reading of narrative material is required. It emulates a jigsaw puzzle in that different students read pieces of the material, share their findings, and then solidify their learning by teaching it to other students. All students thus get to see and respond to the whole picture. In this process, low achievers or slow readers benefit from the speed and reasoning of high achievers. (See page H-17 for a diagram explaining the Jigsaw.)

"HOME TEAM"
FOCUS QUESTIONS

Motivation and Affective Issues

(FOR EXAMPLE: personal reasons for attending class; feelings about being in a formal classroom setting after so many years; etc.)

Identify at least 3 aspects of adult learner MOTIVATION that the instructor should consider:

a. _____

b. _____

c. _____

Cognition, Thought Processes, and Learning Styles

(FOR EXAMPLE: types of learning activities the learner seems to enjoy; skills from life experience that the learner might transfer to the classroom; etc.)

Identify at least 3 aspects of adult learner COGNITION that the instructor should consider:

a. _____

b. _____

c. _____

Socio-Cultural Context

(FOR EXAMPLE: impact of the economy or job on the adult learner; family issues; power issues; etc.)

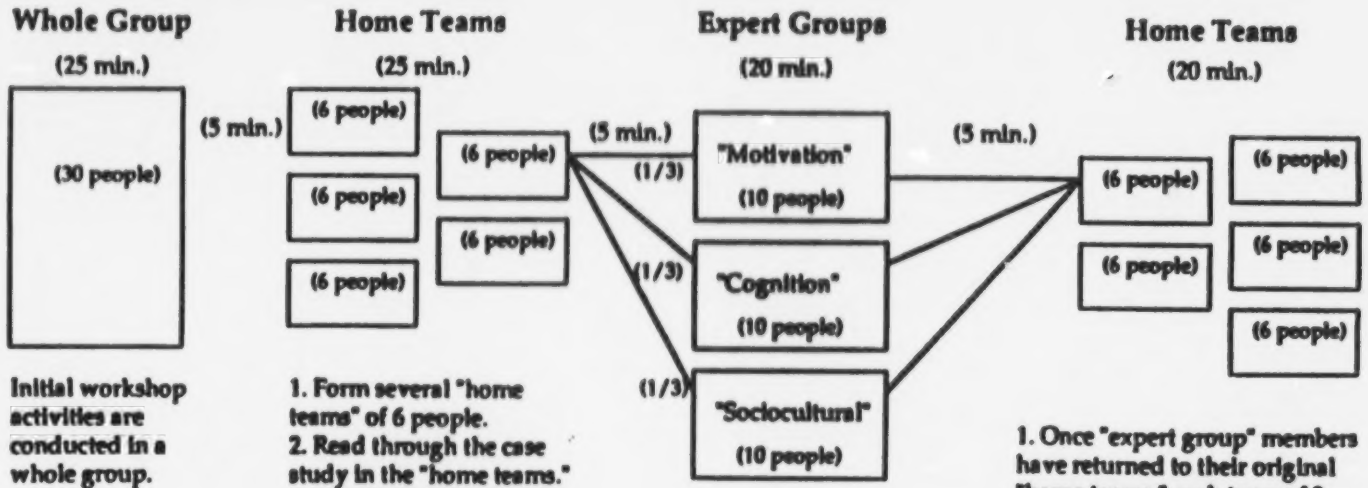
Identify at least 3 aspects of the student's SOCIO-CULTURAL CONTEXT that the instructor should consider:

a. _____

b. _____

c. _____

These instructions describe the process for conducting a series of group activities designed to engage workshop participants in exploring the nature of adult learning. Activities are based upon the "jigsaw" model of cooperative learning. In a "jigsaw" activity, participants are divided into small groups which are each assigned a group task. Each small-group member then acquires a "different piece of the puzzle" needed by the group to accomplish its task. (Instructions assume a group of 30.)



Initial workshop activities are conducted in a whole group.

1. Form several "home teams" of 6 people.
2. Read through the case study in the "home teams."
3. Discuss the questions.
4. Then 2 from each "home team" move to each of the "expert groups."

1. Once in the "expert group" each member reads the handout provided.
2. Members then complete the task sheets and decide how to present the results to the "home teams."
3. Return to "home teams."

1. Once "expert group" members have returned to their original "home teams," each team of 2 shares with other "home team" members what was learned from each "expert group."
2. Each team then makes recommendations for resolution of the original case study situation.

The Role of Self-Esteem

Motivation and the Affective Domain have traditionally played minor roles in teaching. Cognitive achievement has been the main goal. Affective activities, in fact, were often considered frills. Although cognition, motivation and affect are inextricably interwoven, motivation and affect are perhaps the most critical determinants of learning.

Those who fear and hate math, for example, are unlikely learners of math unless their feelings about math are addressed first. This awareness has finally produced a number of new "math without fear" classes at colleges across the country.

Confidence, not fear — and enjoyment, not hatred — are the best motivators of learning. The bitter-medicine analogy is a myth that needs to be thoroughly dispelled.

Teachers are often exhorted to "motivate" their students. From that exhortation one might envision a teacher with a goad-stick prodding students towards success. We may get such images from common expressions such as the coach who "motivates" his players. Motivation, however, is rarely a product of cajoling or threatening.

More accurately, motivation is a product of the student's own voluntary involvement resulting from such affective elements as choice, values, and self-esteem. All of these are, in turn, linked to the student's past experience.

We are motivated to choose activities we enjoy and we enjoy activities at which we succeed. Success enhances self-esteem and self-esteem gives us the courage to risk new choices — even to tolerate or overcome failures when there is a sufficient backlog of success and, therefore, of self-esteem. Beane (1991) notes a "persistent correlation between completion, self-direction, and various types of achievement" (p. 25).

Unfortunately, most Adult Basic Education students and many English as a Second Language students come to the classroom with damaged self-esteem in the area of learning. In most instances, that low self-esteem results from lack of previous success. Yet the need and desire to learn have motivated these students to risk failure in order to achieve a goal which is seen by themselves and society as an essential characteristic of the successful person: literacy.

One literacy student described not only his early failure at learning to read and write but also his success at running a piano-moving operation. He hired college students to do his paper work and in the process discovered he was smarter than they were in some practical areas (what theorists might call "practical intelligence"). If this is so, he reasoned, I should be able to learn to read and write. He knew those skills would be essential in expanding his business and in removing his fear of being "discovered" as an illiterate (Project Read, 1984). This anecdote illustrates the complex relationships between values, fears, choices, and self-esteem factors which equal a single motivation: the desire to learn to read.

The Role of the Instructor

Since motivation is essentially a process internal to students, how can an instructor facilitate motivation? Research and experience suggest a variety of approaches.

Students should be encouraged to articulate their reasons for coming to an ABE/ESL class — to talk about past experiences and future aspirations. What are their hopes, their fears? Only then can the instructor and students plan together the steps that may lead to success — individually or collectively. Self-esteem and motivation have been linked to the "broader themes of democracy, human dignity, and cultural diversity — themes that ostensibly permeate the lives of those in our society" (Beane, 1991, p. 2).

New material should be "personalized" and related to cultural groups whenever possible using such devices as role plays, case studies, and simulations so students can imagine themselves in content-related roles. Reading realistic and emotional dialogs and plays, and reading about activities to which students aspire, help in such personalization.

Instructors should use a variety of approaches that involve different learning modalities (visual, audial, and kinesthetic), different learning styles (pairs, cooperative-learning groups, study habits, time-of-day) and various media (video, film, and realia as well as texts). Newspapers offer a wealth of real-life activities at varied reading levels.

Provide students with choices in all of the above activities. Choice is a basic step in promoting motivation. Problem-solving and decision-making are essential choice-provoking curricular elements.

Ensure that learning progresses in small steps — that each step provides success and that each success is duly noted. For esteem-building, the old adage still applies: "Nothing succeeds like success."

Finally, encourage students to extrapolate their learning to the outside world. Success in school is not sufficient to rebuild lost self-esteem — to rebuild a life. Students must see and practice how school successes can lead to real life successes. Such is the nature of empowerment and empowerment is the true motivator.

[References are provided in Handout 21]

Cognitivism

Adult educators have long turned to the field of psychology for insights into questions about how people think and learn. One area of psychology that focuses on these questions is "cognitivism" or "cognitive science." Many "cognitivist" theories offer useful advice to adult educators. A handful of such theories are presented below.

Cognitive Styles

One of the most important findings of cognitive psychology is that every person thinks and learns in a unique way. Individuals' standard ways of thinking are known as their "cognitive styles," while their standard ways of learning are known as their "learning styles." Cognitive psychologists describe dozens of differences among people's cognitive styles and learning styles (Cross, 1976; Zemke, 1985; Curry, 1990). Adult educators have found two of these differences to be particularly useful.

"Sensory modality preference" is one aspect of cognitive style that is useful to adult educators. While learning, each person seems to pay most attention to one particular sense. Some people concentrate on what they see ("visual" learners). Some concentrate on what they hear ("auditory" or "aural" learners). Others concentrate on bodily sensations while performing tasks ("kinesthetic" or "tactile" learners). A preference for receiving information through a particular sense is known as a "sensory modality preference." Teachers as well as students display such preferences and frequently favor classroom activities that represent their own sensory preferences, regardless of the preferences of their students. Researchers disagree about whether students learn best from activities that target their current sensory strengths, or from activities that help them develop new sensory strengths. (Tarver and Dawson, 1978; Kampwirth and Bates, 1980; Corno and Snow, 1986). One thing is clear, however; every group of students represents a wide range of sensory preferences. Consequently, successful teachers present their lessons through a wide variety of media: visual media (such as texts and graphics), auditory media (such as lectures and discussions), and kinesthetic media (such as experiments and role plays). By offering students a wide range of sensory experiences, the teacher allows all students to take advantage of their "sensory strengths" and to improve their "sensory weaknesses."

"Analytic vs. global" is a second difference among people's cognitive styles that is relevant to adult education. Learners with "analytic" (or "field independent") cognitive styles tend to focus on the *parts* and on the *abstract elements* of an experience. Learners with "global" (or "field sensitive") cognitive styles tend to focus on the *whole* and on the *social elements* of an experience. Cultural background strongly influences this aspect of cognitive style. Students from "industrialized" societies tend to excel in analytic abilities, while students from "traditional" societies tend to excel in global abilities (Ramirez and Castaneda, 1974). Students with global styles learn more successfully from "social"

teaching methods such as modeling and cooperative learning than from "abstract" presentations such as books and lectures. Students with analytic styles learn successfully from both approaches (Witkin and More, 1974). Consequently, successful teachers organize their lessons to cover a wide range of social interactions among students, including: *individual work* using texts, workbooks, and computers; *small-group work* using experiments, role plays, and problem-solving; and *large-group work* using lectures, films, and discussions. By providing a wide range of social experiences, the teacher accommodates the wide range of "analytic" and "global" abilities that exists among every group of students.

For adult educators, the key implication of research into cognitive styles is that VARIETY IS CRUCIAL. It is not clear that trying to "match" one's teaching to individual students' styles is possible or desirable. Rather, each major concept should be taught through a variety of activities geared towards a variety of cognitive styles. Appropriate variety can be achieved in three ways. First, by providing individual attention and guidance to each student; second, by using a variety of media when making presentations; and finally, by organizing a variety of social interactions among students, including individual, small-group, and large-group activities (Corno and Snow, 1986). By acknowledging, respecting, and accommodating the diversity of human cognition, educators best assist in its development.

Metacognition

Because there is no "typical" way for every person to think, all students will benefit from an increased awareness of their own unique thinking and learning habits. To think about thinking is an activity called "metacognition."

The ability to observe one's own thinking is particularly helpful for adults. The problems confronted in everyday adult life (in the family, in the marketplace, and in the democratic process) are usually ill-defined; they have no cut-and-dried solutions. Such problems must be solved by "practical thinking," which is different from the "academic thinking" required by most school subjects (where problems often have predetermined solutions). Practical thinking is thinking that responds flexibly to changing circumstances. Practical thinking, therefore, requires metacognition. Practical thinkers must be able to observe their own thinking, compare their thinking with changing circumstances, and modify their thinking appropriately (Rogoff and Lave, 1984; Scribner, 1986; Wagner, 1986).

Three types of metacognitive awareness are required by everyday life: *cognitive self-awareness* (concerning one's habits of gathering information, solving problems, planning, and thinking critically), *personal self-awareness* (concerning one's personal goals, values, and self-esteem), and *interpersonal self-awareness* (concerning one's habits of communication, competition, and cooperation with others) (Candy, 1990; Smith, 1990). Adult students can benefit greatly from increased self-awareness in all these areas and from activities that improve the flexibility of their thinking.

The successful teacher focuses on one metacognitive ability at a time (for example, planning to study, setting goals, or listening empathetically). Each ability is taught through a three-step process: student reflection upon current habits, student practice of improved habits, and student reflection upon new practices (Smith, 1990). Students' *reflection* can be stimulated through various activities, such as logs, journals, or self-questioning. Students' *practice* of metacognitive skills can be stimulated through direct instruction and through modeling by teachers and peers (Candy, 1990; Hammond, 1990; Smith, 1990). Finally, both *reflection and practice* in metacognition are stimulated by "critical inquiry" group discussions. In critical inquiry, the teacher guides students to discover the assumptions and unstated rules behind their thinking. Next, students critically evaluate the usefulness of those assumptions and rules. Finally, students develop new assumptions and rules, and then practice using them (Freire, 1970; Brookfield, 1986; Hammond, 1990; Chaffee, 1990).

No teacher in a single class can address the full range of metacognitive skills. However, as long as teachers use some explicit activities to help students reflect upon their own thinking, they help prepare students to confront the problems of their daily lives more successfully.

Schemata

The final theory of cognitive psychology considered here is "schema theory." According to this theory, every memory is stored in the brain as a "schema" (plural: "schemata"). A schema, then, is a memory structure. These memory structures, in turn, filter and organize all new information that enters the brain. Thus, all new learning is shaped by information stored earlier as schemata in the learner's memory (Rummelhart, 1980).

Schema theory is particularly relevant to adult educators because adult students bring rich personal networks of memories and experiences into the classroom. The successful adult educator must find out which ideas are already important in students' minds, by using surveys or discussions to reveal students' interests. When presenting new information, the successful teacher helps students see how the new information relates to their previous interests and experiences. That is, the teacher should "tailor" new information to fit the existing schemata in the learners' memories. Learning in adulthood must be the building of new information upon the foundation of past experience and previous knowledge (Cattell, 1987). By drawing upon students' life experiences, adult educators help students use their school experience to improve their lives outside the classroom.

[References are provided in Handout 21.]

The Context of the Classroom

Adult education can be regarded as a socio-cultural process: not a specific, isolated activity but one that reflects prevailing cultural forms, societal values, political ideologies and norms in its organization and intellectual emphasis. Learning does not take place in a vacuum. Adult learners have their own individual and overlapping social contexts: they live with families and in communities; they work with colleagues; they identify with others based on their age, gender, class, ethnicity, and values; and they have their personal problems.

These social and cultural contexts cannot be divorced from the classroom. One of the basic tenets of adult education is to start where the learners are — with *their* needs, aspirations, issues, and situations.

Education and Social Action

Besides focusing on students' individual needs, adult education can also be a vehicle for collaborative, community-based learning. In the history of the United States, adult education has played an important part in such social changes as the abolition of slavery, the development of labor unions and libraries, the rise of the suffrage and women's movements, and the development of university extension and community colleges. Most recently, some of the innovative work in adult education is taking place in organizations concerned with such social issues as racism, ageism, sexism, the environment, health care, literacy, and civil rights.

In the early 1900's, one of the founders of American adult education, Eduard Lindeman, advanced a view of education as *social education*. It could not be disassociated from the study and critique of social institutions, and was the means by which adults became informed about their life situation. He believed that a primary purpose of adult education was to promote democracy — to encourage people to exercise rational, informed choices and to participate in social organizations.

The Brazilian educator, Paulo Freire, developed a philosophy and practice of education as "empowerment." People often lack "critical consciousness" about the forces that control their lives. Therefore, they are powerless to redress any inequalities or oppression. The role of education is to help people gain critical consciousness and, in the process, become empowered to change oppressive social structures. Freire developed literacy programs for the poor in Brazil and Chile. The aim of these programs was not merely the improvement of students' *individual* skills, but also *social* empowerment — democratic participation in villages and communities, and involvement in land reform and economic development. For Freire, literacy was not just the accumulation of words, but the achievement of a voice.

Freire criticizes traditional forms of schooling — what he calls "banking" education in which educators deposit knowledge into the "empty" minds of students. He argues that education is never neutral — it either offers rationalizations for inequalities (which serve to maintain the statue quo) or it offers possibilities of challenging the assumptions that underlie the rationalizations of the status quo.

Teacher-centered or subject-centered teaching can reinforce existing power structures in the classroom by concentrating attention away from the students' own experience. In this way, students become passive recipients of the teacher's knowledge rather than active participants in their own learning. Alternatively, student-centered, collaborative learning encourages learners to reflect upon and analyze their own experiences and ideas rather than simply resorting to external facts or to what the teacher thinks.

Practical Implications

Many instructors come from backgrounds and communities different from those of their students. Teachers unfamiliar with the student's lives and problems can foster a student-centered, collaborative learning environment by facilitating a process that draws on student's own experiences, rather than by acting as experts (or Freire's "bankers"). Specific teaching methods that foster a student-centered environment include:

- **activities that encourage students to take responsibility** for their own learning — for example, projects in which students plan their own curriculum or assess their own progress in learning;
- **group activities** in which students work together to solve problems;
- **activities that encourage students to apply** what they are learning in the classroom to their lives outside of the classroom; and
- **activities that allow students to plan** ways in which they (individually and collectively) can change their lives. For example, students may identify a problem that their community faces and decide what information they need to collect to understand the problem better and to work towards its solution.

For teachers concerned with the socio-cultural dimensions of education, the goal of classroom activity is to help students develop their problem-solving and critical-thinking skills, and to apply those skills towards improving their lives. *Students* rather than *teachers* provide the content of learning, while both students and teachers engage in a mutual process of social transformation.

[References are provided in Handout 21]

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"EXPERT GROUP"
PLANNING WORKSHEET

After reading your assigned article (Motivation, Cognition, or Socio-Cultural Context), please complete the following worksheet to plan your report back to your Home Team.

1. Major Ideas from the Reading

Identify three or four major points from your reading that should be reported to your Home Team.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

2. Presentation Plan

How can you most effectively present the above findings in the ___ minutes you have been allotted? The more innovative you can be, the greater are the chances that your information will be remembered and used.

_____

_____

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_____

VIDEO FOCUS CHART

Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were addressed in the video.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior

COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act

ANDY

Andy is a Latino male in his 30's, raised in several states in the U. S. He came from a very large family and his father was a farmworker. Andy never really attended school after the first grade. He missed a lot of school because he was always helping his grandmother sell things. Besides, he was embarrassed to attend school in the same clothes every day. He finally dropped out. He got a job as a stock clerk. He couldn't read, but he could understand numbers. Later he landed a job in the local steel plant. He married and had two daughters. His wife reads a little, and both of his daughters are doing very well in school. He always wanted to be able to learn to read, but there was never enough time.

Last year the steel plant closed and Andy lost his job. He decided that if he was ever going to learn to read, he had better return to school. He learned from his wife that there was a local adult school near his home. He was ashamed to tell someone he couldn't read, but he knew it was "now or never."

Andy came to Sue's class for the first time two months ago. He came with his wife, and they both have continued to attend regularly. It is clear to Sue that Andy's wife has much better reading skills than Andy, but she is unsure if she should suggest that Andy's wife should move to a higher level class. Andy is showing good progress, but he seems to have difficulty working on his own, reading silently. He loves to work in groups — either with his wife, or with one or two other Latino males with whom he likes to sit and joke during the breaks. He doesn't do well on tests, but he seems to do particularly well on lifeskill tasks, such as reading grocery ads in the paper.

What are some ways that Sue might help Andy learn more effectively?

CASE STUDY

LAVETTE

Lavette is a twenty-six-year-old African-American woman who lives with her nine-year-old daughter and five-year-old son. She lives in an inner-city public housing project. Lavette receives AFDC (Aid to Families with Dependent Children) and also works part-time.

Lavette works as a waitress at Shackney's, a national restaurant chain. She works twenty to thirty hours a week, from 5:00 PM to 9:00 PM, sometimes until midnight. She takes orders from customers, writes the orders on order tickets, and helps customers understand the menus. She also uses the cash register, which is simplified with food items listed on individual, color-coded keys. The job has no benefits. Lavette likes the teamwork of waitressing, and she likes to feel that she is part of a cooperative effort. She and her children are proud of her job. She previously worked at Wendy's and at a day care center. She is proud that she has held three jobs.

Lavette was born in the rural south, but moved among several large cities with her family. She went to school through the twelfth grade but did not graduate from high school. She liked numbers and counting in elementary school. But as she got older, she felt isolated in school, didn't like it very much, and often didn't go. Moreover, her mother didn't let her participate much in school social life. In Lavette's words, "I did pretty well considering I was hardly ever there." She became pregnant at sixteen, but continued in school, with her mother watching the baby. However, she didn't graduate.

Lavette was previously enrolled in two other adult education programs, but had to leave them due to the pressures of her life. As a teenager, she took literacy and accounting classes through a night program. She enjoyed the accounting training, but had to leave because her family moved again.

She later enrolled in a JTPA (Job Training Partnership Act)-funded GED literacy class at the suggestion of a social worker, but was unable to stay with the classes. She never felt a part of the program or much connection with the teacher or other students. She thought the teacher seemed disengaged and authoritarian. According to Lavette, the teacher would "explain a little bit, and then go sit down and we have to do the work by ourselves. Maybe if I had another teacher..."

Last week Lavette enrolled as Bob's student in a literacy program to help prepare for her GED. Eventually, she hopes to move to a nearby city and to get an accounting job that pays well.

What are some ways that Bob might help Lavette learn more effectively?

LISA

Lisa Bogan, aged 37, was born in rural Mississippi and lived there until she came to Knoxville, Tennessee, with her first husband in 1973. Separated now from her second husband, Lisa is struggling to overcome the effects of an abusive second marriage and provide for her two children with a job as a sales clerk in a department store.

Although she has a high school diploma, she says she stopped learning in 6th grade and her reading level is at 5th- or 6th-grade level. She never felt that the teachers at school cared about her, so she found it hard to care about school. Both literacy and technology present some difficulties for her, and she tried adult basic education classes to upgrade her skills, but they didn't help her very much. She is very active outside the home and family; she votes, attends PTA meetings, talks with teachers, and is active in her church.

Her employer has just started up a workplace literacy program, and Lisa has decided to "go back to school again" to try and improve her literacy skills. She wants to be able to read and write better in order to get a better job, to help her kids in school, and to do more work for her church.

Source: U.S. Congress, Office of Technology Assessment, *Adult Literacy and New Technologies: Tools for a Lifetime*, OTA-SET-550 (Washington, DC: U.S. Government Printing Office, July, 1993).

ALICIA

Alicia Lopez, age 47, migrated alone and undocumented from her native Mexico to the San Francisco Bay Area in 1981. In 1986, she became a legal resident of the United States through the Immigration Reform and Control Act (IRCA). Six years ago she brought her daughter and infant granddaughter to the United States. Alicia now lives in a home with her sister's family and raises her 6-year-old grandchild as if she were her own daughter.

Although she dropped out of school in Mexico at age 13, she can read and write Spanish quite well; her written and oral skills in English are, however, quite limited. Until 5 months ago, Alicia worked as a cook in several food preparation factories. Since nearly all of the employees were Spanish-speaking, she was able to function with very limited English. Alicia recently enrolled in an employment training program where she is learning facility maintenance skills and studying English. Her goal is to find stable employment that will enable her to adopt her two youngest grandchildren, currently in the foster care system because of their mother's drug addiction.

While she is determined and capable of mastering new skills and systems, her limited English presents significant barriers to her ability to advance, particularly in the employment area.

Source: U.S. Congress, Office of Technology Assessment, *Adult Literacy and New Technologies: Tools for a Lifetime*, OTA-SET-550 (Washington, DC: U.S. Government Printing Office, July, 1993).

"HOME TEAM"
CASE-STUDY RESOLUTION WORKSHEET

Please return to your original case study and to your Focus Questions on H-16. From these and your readings, your task, as a Home Team, is to generate *teaching ideas* that the instructor might use to help the study achieve his/her learning goals. Please generate 1 to 3 teaching ideas and related rationale in the time you are allotted.

TEACHING IDEAS	**RATIONALES** (related to Motivation, Cognition, or Socio-Cultural Context)
Teaching Idea 1	
Teaching Idea 2	
Teaching Idea 3	

HOME TASK FOCUS CHART (Part One)

- Think of your own experience as a student.
- Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were (or were not) addressed by your teachers.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior

COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act

HOME TASK FOCUS CHART (Part Two)

- Observe yourself while you teach or observe another teacher.
- Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were addressed by the teaching you observed.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior

COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act

REFLECTIONS ON SESSION TWO PROCESSES

Comfort/Success

Input

Social Learning

Variety

Experiences

Application

SESSION TWO EVALUATION
THE ADULT LEARNER

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The technical quality of the overheads was

   (poor) 1 2 3 4 5 (excellent)

4. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

HANDOUTS

SESSION THREE

REMINDER!

Session Three of the Workshop on

THE ADULT LEARNER

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Home-Task Worksheets
2. Materials from Sessions One and Two

- - - -

THE ADULT LEARNER
SESSION THREE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and to adult learners in the classroom;

2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;

3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;

4) Describe teaching approaches that address these three dimensions of adult earning; and

5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Welcome, Summary of Sessions One and Two, Agenda Review

II. Small Group Feedback on Home Task

III. Overview of Planning Lessons for Adults

BREAK (15 minutes)

IV. Lesson Planning (Application)

V. Video Review: "The Adult Learner: ABE Classroom" or "The Adult Learner: ESL Classroom"

- Review
- Analysis
- Feedback

VI. Final Reflections on Workshop Processes

VII. Evaluation and Wrap-Up

LESSON PLANNING WORKSHEET

Describe the SOCIO-CULTURAL CONTEXT in which these adult students live: _____

_____

OBJECTIVES (may be motivational, cognitive, and/or socio-cultural):

_____

_____

LESSON PLAN:

1. **Warm-up/Review:** _____

_____

_____

2. **Presentation/Activity:** _____

_____

_____

_____

_____

3. **Guided Practice:** _____

_____

_____

_____

_____

4. **Application to Students' Lives:** _____

_____

_____

_____

CLASSROOM SCENARIOS

ONE: Beginning Level ABE Literacy Class in an Urban Setting

You teach in a large urban literacy center. You have just met your new class: an ABE literacy class at the beginning level. You find most students have a sight vocabulary of 100 - 200 words, but their concentration on decoding interferes greatly with sustained reading and comprehension. The students are about 75% African American native speakers who dropped out of school early in their lives and 25% Latinos who have already progressed through beginning and, for some, intermediate ESL levels.

TWO: Community-Based ABE Literacy in a Rural Setting

You teach in a community-based literacy program in a rural area. Your class meets 3 evenings a week. You generally have about 10 students in attendance. Attendance varies. Half the students are male and half are female; most are white but a few are African American and one is Latino. About a third of the students are employed in low wage jobs, while others are unemployed or work at raising families. Some are welfare recipients. A few of your students are non-readers, a few are GED students, but the majority range between reading levels 3.0 and 6.0. Most in the class have job-related goals.

THREE: Beginning Level ESL Class in a Rural Setting

You teach introductory ESL to Spanish-speaking adults. Your primary purpose in this class is to help students develop basic skills in spoken and written English. Most have had little education in their native countries and are barely literate in Spanish. They are migrant laborers, and while they have lived in the U.S. off and on for many years, they speak limited English. Many are also not documented (legal) residents and are taking this class because it helps them meet the requirements to become documented. Your class meets four evenings a week for 90 minutes and has 50 students. However, usually not more than 35 attend on any given evening.

FOUR: Multi-Level ABE/ESL "Learning Lab" in an Urban Setting

You teach in the "learning lab" of a community college center that is devoted to vocational education in a poor urban neighborhood. About half of your students are native speakers of English; the others are immigrants from Latin America, Asia, and Eastern Europe. A few of your students are non-readers, a few are GED students, but the majority range between reading levels 3.0 and 6.0. About two-thirds of your students are studying to improve their basic skills in order to score high enough on the TABE (8.0) for admission to various vocational training courses. The rest are in your classroom to achieve a variety of personal and job-related goals.

FIVE: Multi-Level ESL Class in an Urban Setting

You teach for a public agency that runs an extensive ESL program in a large city. Your class is located in a recreation center several miles from the main adult education center, and your group of 35 ESL students displays a wide range of language proficiency levels. The students come mainly from Asian countries and from Central and Eastern Europe. Attendance is relatively consistent. The class meets 4 nights per week for 3 hours per night. For instructional purposes, you have divided the class into 2 groups ("Group A" and "Group B") by language proficiency level.

SIX: Volunteer in a Multi-Level Suburban ABE Classroom

You volunteer in the adult literacy program of a suburban high school district. A few students in the class are beginning readers; a few are working at the pre-GED level; and most of the students are working at an intermediate level. Generally, the classroom teacher works with the large group of intermediate students, and you divide your time between the beginning and the advanced readers. During each class period, you tend to spend about 20 minutes each with three or four of the beginning readers, working on sight words and word-attack skills. Then you spend about an hour conducting a small-group activity at the teacher's request. For an upcoming class, the teacher has requested you to present a lesson on "Applying for a Job" to six of the advanced students.

LESSON-PLAN ANALYSIS WORKSHEET

Use this worksheet to analyze the lesson plan you have just developed in terms of three dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT.

MOTIVATION

Identify at least two ways that your lesson plan addresses the MOTIVATIONAL dimension of adult learning.

1. _____

_____

2. _____

_____

COGNITION

Identify at least two ways that your lesson plan addresses the COGNITIVE dimension of adult learning.

1. _____

_____

2. _____

_____

SOCIO-CULTURAL CONTEXT

Identify at least two ways that your lesson plan addresses the SOCIO-CULTURAL dimension of adult learning.

1. _____

_____

2. _____

_____

VIDEO FOCUS CHART (Review)

What new insights did you gain about MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT by observing classroom teaching between workshop sessions? Apply those insights to the teaching methods used in the video classroom.

MOTIVATION

- Personalizes learning to fit students' needs
- Addresses students' motivations
- Addresses barriers such as fear and low self-esteem
- Offers students choices about what and how they learn
- Offers students opportunities to change their behavior

COGNITION

- Offers a variety of learning experiences to accomodate the variety of students' learning styles
- Encourages students to think about how they think and to learn about how they learn
- Links new learning to students' past experience and to their present lives outside school

SOCIO-CULTURAL CONTEXT

- Acknowledges the contexts of students' lives and their aspirations and motivations
- Acknowledges that education is not neutral
- Offers students opportunities to reflect critically on the forces that affect their lives
- Offers students opportunities to become empowered to act

SESSION THREE EVALUATION
THE ADULT LEARNER

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

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5. The theory and information presented were

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General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

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   b. overhead transparencies

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   c. video

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2. The technical quality of the printed materials was

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General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

TRANSPARENCY MASTERS

TRANSPARENCY MASTERS

SESSION ONE

THE ADULT LEARNER
SESSION ONE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and adult learners in the classroom;
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult earning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Introduction, Objectives, Agenda Review, Review of Participant Questionnaire

II. Opener: ABE/ESL Adult Learners

- Brainstorm characteristics of ABE/ESL adult learners

BREAK

III. Views of Adult Development

- Discussion
- Group Task

IV. Preparation for Home Task

- Brainstorm questions for adult learners
- Review home task

V. Reflection of Workshop Processes

- Note correspondence between adult learning assumptions and workshop activities

VI. Evaluation and Wrap-Up

- Complete Session One Evaluation Form

ABE/ESL ADULT LEARNERS:

- are **DIVERSE.**
  - vary widely among ages, abilities, job experiences, cultural backgrounds, and personal goals.
  - range in educational backgrounds from no formal schooling through many years of schooling.
  - carry well-developed personal identities.
  - carry reservoirs of personal experiences, which are learning resources.

- tend to be **VOLUNTARY LEARNERS.**
  - believe the decision to return to school is an important one.
  - believe that education will be helpful.

- tend to be **PRAGMATIC LEARNERS.**
  - study to improve their performance in other social roles, such as workers and parents.
  - let their schoolwork take a backseat to other responsibilities, such as jobs and families.
  - expect their class time to be well spent.
  - hope their courses will help them solve problems in their daily lives.

- may be **INSECURE.**
  - may feel embarrassed about returning to school.
  - may feel embarrassed to join classes with younger students.
  - may hold negative impressions of their own abilities.
  - may hold negative impressions of schools and teachers.

(Knowles, 1970; Koehler, 1968; Cross, 1981. References are provided in Handout 10.)

ASSUMPTIONS ABOUT ADULT LEARNING

Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.

- they provide *input* into the planning of their own learning goals and processes.

- they have opportunities to engage in *social learning*, i.e., to learn from peers as well as from an instructor.

- they have a *variety* of learning options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to *apply theory/information* to practical situations related to their own lives.

(Knowles, 1970; Koehler, 1968; Cross, 1981. References are provided in Handout 10.)

THE IMPORTANCE OF CONTEXT IN ADULT LEARNING

A Traditional View

- Complex skills can be broken down into simple skills.
- Each simple skill can be mastered independently, out of context.
- Only when all components are mastered can more complex thinking skills develop.
- The teacher is the active agent, imparting knowledge to the passive learner as though filling an empty vessel.

A Constructivist View of Learning

- Learners are not passive vessels, but active participants in their own learning. Learners actively doing, trying, making mistakes, and trying again are important parts of learning.
- Knowledge is acquired from experience with complex, meaningful problems rather than from practicing subskills and learning isolated bits of knowledge. Humans want to understand things and pull them together.
- Learners bring prior knowledge and experience with them to class. The instructor does not write on a blank slate, but works with learners to confirm, critique, modify, replace, and add to what is already there.
- Skills and knowledge are best acquired in context. Context is critical, for it provides meaning to learning.
- People do not easily or predictably transfer learning from school to real life, from real life to school, or from one subject to another. We should thus "teach for transfer."

TRADITIONAL VIEWS OF ADULT DEVELOPMENT

Until the 1980's, Adult Development was usually viewed in ways that looked like this:

Developmental Periods in Early and Middle Adulthood

A. Pre-Adulthood

- Childhood & adolescence (birth-17 years of age)
- Early adult transition (17-22)

B. Early Adulthood

- Entering the adult world (22-28)
- Age thirty transition (28-33)
- Settling down (33-40)

C. Middle Adulthood

- Mid-Life Transition (40-45)
- Entering middle adulthood (45-50)
- Age fifty transition (50-55)
- Culmination of middle adulthood (55-60)

D. Late Adulthood

- Late adult transition (60-65)
- Late adulthood

Source: Levinson, D., et al. (1978). *The Seasons of a Man's Life.* New York: Knopf.

Discussion Questions:

1. In what ways can such a conception be useful to adult educators?
2. What problems could there be with this conception of adult development?

RECENT VIEWS OF ADULT DEVELOPMENT

There has been great recent evolution in views of adult development, informed by research on gender, culture, age, and class. As a result, a complex set of views has emerged, which may be characterized as follows:

Three Recent Perspectives on Adult Development

Physical Change

- Effects of aging
- Diversity in how adults adjust to age-related physical changes

Psychological Change

- Stage-theories of development
- Life event framework
- Transitions/Transformations
- Relationships

Sociocultural Factors

- Change determined as much by sociocultural, economic, and political context as by individual maturation
- Socialization and social roles are critical
- Cultural difference offers differing views of adulthood

Source: Merriam, S. & Cafarella, R. (1991). *Learning in Adulthood.* San Francisco: Jossey-Bass.

Discussion Questions:

1. Form a group and discuss each of the three areas noted above (Physical Change, Psychological Change, and Sociocultural Factors) to clarify their meaning.

2. Focus on your own life or that of one of your family members and do a brief analysis of key aspects of your (or your family member's) adult development employing these three areas.

3. Discuss your analysis with the members of your group, and be prepared to share a synthesis of your findings with the whole workshop group.

HOME TASK:
PROFILE OF AN ADULT LEARNER

Instructions:

1. Take down on paper the adult learner interview questions that have been generated by the group.

2. In the interim period before the next training session, identify and obtain permission to interview an adult learner in an ABE or ESL program to which you have access. Be sure that all involved understand your purpose: to educate you; not to evaluate the individual or the program.

3. Conduct the interview. Tape record it if possible. (Be sure to get permission from anyone you tape record.) In any case, take good notes. Try to follow your list of questions, but be open to anything the learner wants to tell you, in any way and in any order s/he wants to tell it to you.

4. As soon as possible after the interview, write about it. Develop a portrait of the learner that is 1-2 pages in length. You may wish to assign the learner a pseudonym to preserve confidentiality. Review the portrait and revise it as needed to make sure you have included all key issues.

5. Duplicate about 10 copies of your portrait (or more if requested by the workshop presenter) and bring it back to the second workshop to share with colleagues.

REFLECTIONS ON SESSION ONE PROCESSES

Comfort/Success

Input

Social Learning

Variety

Experiences

Application

TRANSPARENCY MASTERS

SESSION TWO

THE ADULT LEARNER
SESSION TWO
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and adult learners in the classroom;
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult earning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Welcome, Summary of Session One, Agenda Review

II. Feedback on Home Task

III. Cooperative Learning (Jigsaw): Theory Exercise
- Read topic papers
- Plan and report

BREAK (15 minutes)

IV. Video Lesson: "The Adult Learner: ABE Classroom" and/or "The Adult Learner: ESL Classroom"
- Present video(s)
- Complete video focus chart

V. Case Study: "Andy" or "Lavette"
- Read case study
- Discuss focus questions
- Resolve case studies

VI. Home Task Assignment
- Present focus charts

VII. Reflection on Workshop Processes
- Note correspondence between adult learning assumptions and workshop activities

VIII. Evaluation and Wrap-Up
- Complete Session Two Evaluation Form

VIDEO FOCUS CHART

MOTIVATION	
COGNITION	
SOCIO-CULTURAL CONTEXT	

REFLECTIONS ON SESSION TWO PROCESSES

Comfort/Success

Input

Social Learning

Variety

Experiences

Application

TRANSPARENCY MASTERS

SESSION THREE

THE ADULT LEARNER
SESSION THREE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Think critically about adult learning and development and to apply this to one's self and adult learners in the classroom;
2) Describe the following three broad dimensions of adult learning: MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT;
3) Analyze the effects of MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT on adult learning;
4) Describe teaching approaches that address these three dimensions of adult earning; and
5) Plan ABE/ESL lessons that apply these three dimensions of adult learning.

AGENDA:

I. Welcome, Summary of Sessions One and Two, Agenda Review

II. Small Group Feedback on Home Task

III. Reflecting on the Implications of Adult Learning Theory for Instructional Planning

BREAK (15 minutes)

IV. Lesson Planning (Application)

V. Video Review: "The Adult Learner: ABE Classroom" or "The Adult Learner: ESL Classroom"

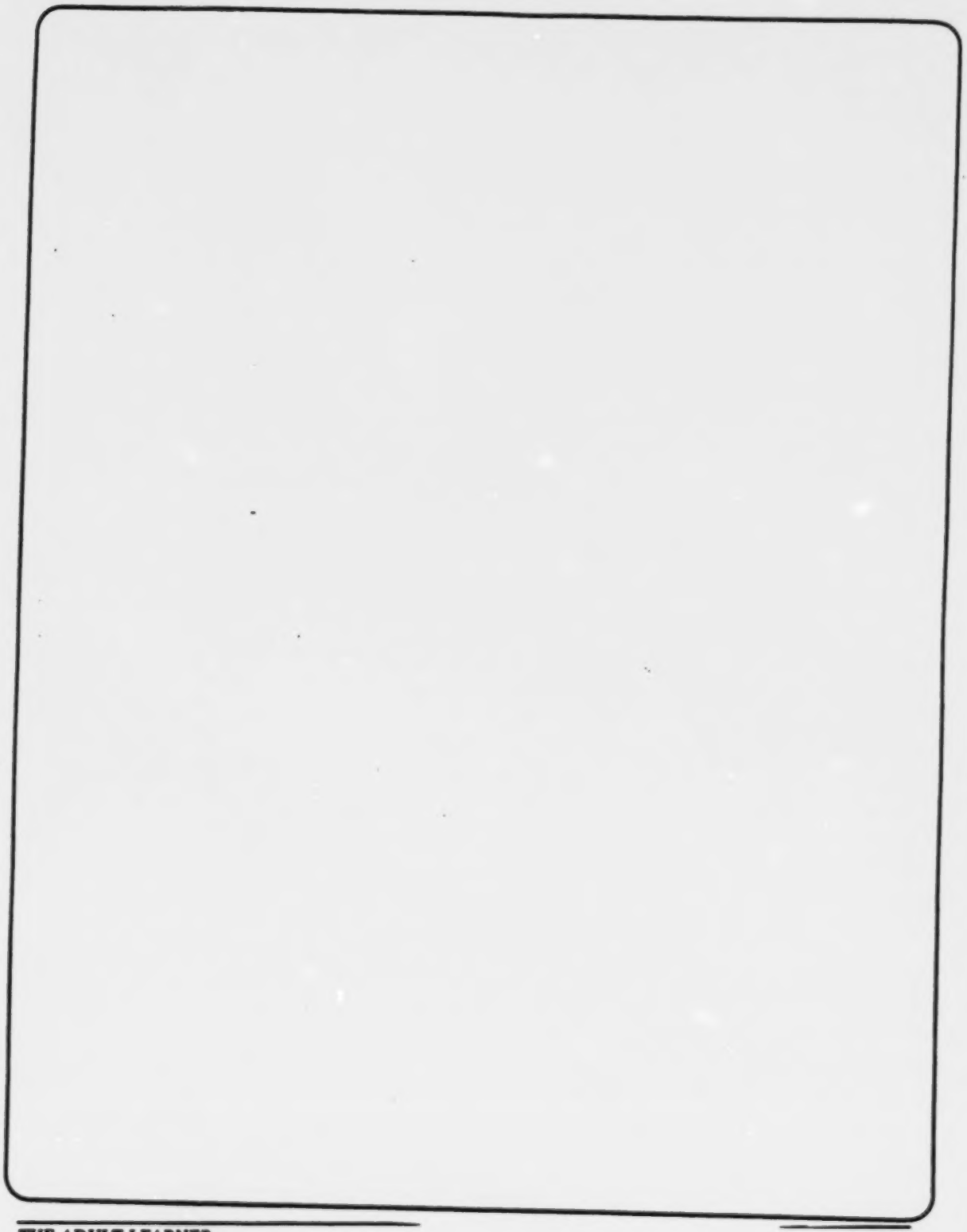
- Review
- Analysis
- Feedback

VI. Final Reflections on Workshop Processes

VII. Evaluation and Wrap-Up

Classroom Activities that Address MOTIVATION

Classroom Activities that Address
COGNITION



Classroom Activities that Address
SOCIO-CULTURAL CONTEXT

VIDEO FOCUS CHART (Review)

Identify ways in which MOTIVATION, COGNITION, and SOCIO-CULTURAL CONTEXT were addressed in the video.

MOTIVATION

COGNITION

SOCIO-CULTURAL CONTEXT

REFLECTIONS ON SESSION THREE PROCESSES

Comfort/Success

Input

Social Learning

Variety

Experiences

Application

SUPPLEMENTARY READINGS

THE IMPORTANCE OF CONTEXT IN ADULT LEARNING

Recent studies of adult literacy learners, as well as recent theories of curriculum based upon findings from the fields of cognitive science, cognitive psychology, and artificial intelligence, reinforce and even heighten the importance placed upon providing meaningful context in adult education (Berryman, 1991; Freire, 1970; Knowles, 1984; Lave, 1988; Lave & Wenger, 1991; Newman et al., 1989; Rogoff & Lave, 1984; Sterber & Wagner, 1986; U.S. Congress Office of Technology Assessment, 1993; Vygotsky, 1978, 1986). Traditional views of curriculum, which seem deeply imbedded in the collective consciousness of educators, suggest that complex skills can be broken down into simple skills, each of which can be mastered independently and out of context. Not until all components are mastered, the argument goes, can more complex thinking skills develop. Moreover, in this model, the teacher is the active partner in the educational process, imparting knowledge to a passive student, as with Freire's "banking" concept of education (Berryman, 1991; Freire, 1970). This view is now being called into question.

In contrast to the traditional view, an approach to curriculum and learning called "constructivism" emerged in the mid-1980's and has excited considerable interest among researchers and educators (Newman et al., 1989). While not developed from within the field of adult education, the tenets of constructivism seem to have important adult education applications. A constructivist view of learning suggests the following principles to guide the design of effective learning environments:

(1) Learners bring prior knowledge and experience with them to class. Instructors do not "write on a blank slate." Rather, they structure learning situations in which learners can interact with new knowledge that is at an appropriate level of complexity and interest for learners to appropriate for their own use (called the "zone of proximal development" — ZPD — by the influential cognitive psychologist Vygotsky). This is the genesis of the term "constructivism" — for it is the learners, not the instructors who construct the new knowledge, fashioning it to meet their own needs and capacities and integrating it into their own unique cognitive structures (sometimes called "schemata") (Berryman, 1989; Lave, 1988; Lave & Wenger, 1991; Newman et al., 1989; OTA, 1993; Vygotsky, 1978, 1986).

(2) Knowledge is acquired from experience with complex, meaningful problems rather than from practicing subskills and learning isolated bits of knowledge. Human beings want to make sense of things, to put the puzzle together. Decontextualized instruction that presents "pieces" in one unvarying sequence fails to mobilize this powerful property of human beings to integrate input from diverse sources (Berryman, 1989; Lave, 1988; Lave & Wenger, 1991; Newman et al., 1989; OTA, 1993).

(3) Skills and knowledge are best acquired in context. Previously it was thought that in order to make skills and knowledge more generalizable, most learning should be general and separated from the context of everyday life. Now, however, many researchers argue that context is critical for understanding and thus for learning, for context gives meaning to learning. The task for educators becomes to create multiple meaningful contexts for learning, so that learners can have the experience of applying knowledge in a variety of contexts, and to form their own means of transferring skills from one context to another (Berryman, 1989; Lave, 1988; Lave & Wenger, 1991; Newman et al., 1989; OTA, 1993, Vygotsky, 1978, 1986).

(4) People do not easily or predictably transfer learning — either from school to "real life," from real life to classrooms, or from one subject to another. Educational experiences should help students transfer skills, concepts, and knowledge they have learned to new situations. This is particularly important for adults, because: (a) they are said to possess a unique, reflective capacity to look at themselves from outside themselves, called "metacognition," and (b) they are said to place particular importance as learners on realistic, rapid application of new knowledge to practical contexts and problems in their real lives (Knowles, 1984; Lave, 1988; Newman, 1989; OTA, 1993).

VIEWS OF ADULT DEVELOPMENT

Traditional Views

Until the early 1980's, one commonly-accepted way of characterizing adult development was through a presentation of a series of stages through which one's life was expected to pass. The argument for adult educators was that by understanding these stages, the instructor might be better able to "place" adult learners along some kind of scale of development and thus structure learning activities to best address the learners' needs (Erikson, 1978; Levinson, 1978; Smelser & Erikson (Eds.), 1980). One typical categorization, drawn from the work of Daniel Levinson (1978), argues for the existence of the following "developmental periods" in "early and middle adulthood" (also shown on H-8 and T-E):

A. Pre-Adulthood
   - Childhood & adolescence (birth-17 years of age)
   - Early adult transition (17-22)

B. Early Adulthood
   - Entering the adult world (22-28)
   - Age thirty transition (28-33)
   - Settling down (33-40)

C. Middle Adulthood
   - Mid-life transition (40-45)
   - Entering middle adulthood (45-50)
   - Age fifty transition
   - Culmination of middle adulthood (55-60)

D. Late Adulthood
   - Late adult transition (60-65)
   - Late adulthood

Problems with Stage Theories

Beginning in the 1980's, questions were raised about such conceptions from a variety of perspectives, including gender, age, culture, class, and ongoing social change. Some suggested, for example, that such "stage theories" might well have characterized the lives of upper middle class European-American males in the 1950's, 60's, and 70's, since they were often based on research done with such populations, but they were difficult to apply to other populations or other time periods.

One researcher who took strong issue with Levinson's work was Carol Gilligan (1982). In a study that compared women's and men's self-descriptions of their lives and personal development, she noted significant differences. She argued that the women in her study tended to characterize their lives in terms of relationships and attachments that had personal meaning for them, while the men in her study characterized theirs in terms of external accomplishments "in the world" with limited references to personal relationships and attachments. She suggested that for women, the emphasis on relationships sometimes had a corollary effect of creating a frame of mind that accepted multiple realities or truths, while simultaneously impeding the development of firm personal or moral positions and the ability to give voice to such positions. She suggested the reverse for men, that their tendency to externalize their self-conception enabled them to develop firmer characterizations of personal or moral positions and to give stronger voice to them, while impeding their conceptual flexibility in accepting conflicting or overlapping realities or points of view. She further argued that often personal development over women's lifetimes could involve taking on certain characteristics initially associated with men (the development and expression of firmer, clearly articulated personal or moral positions), and that conversely, men's personal development over a lifetime involved taking on certain characteristics initially associated more with women (the development of flexibility to hear and accept conflicting, overlapping realities).

It should be noted that Gilligan's work, while recognized for its contributions, is being called into question for its tendency to give too much weight to the appealing symmetry of the male/female dichotomous framework she sets up, and to the danger of applying it to "all women" or "all men." Questions may be raised too with respect to class, race, and culture. Her subjects, it is argued, tended to be European-Americans from middle class background, so that generalizing to other populations without further research might be questionable. In summary, it is only too evident that while we have come some ways, further research into adult development with populations that reflect the ABE/ESL learner profile is clearly still needed.

Three Recent Perspectives on Adult Development

While stage theories and dichotomous frameworks may now be seen as questionable tools to help explain adult development, it is still useful to employ some form of conceptual framework to integrate thinking about adult development. One such framework (discussed below and in H-9 and T-F) suggests that we consider and give equal weight to Physical Change, Psychological Change, and Sociocultural Factors as we try to understand adult development (Merriam & Cafarella, 1991).

- ***Physical Change***

While there are certain predictable physical results of aging that can affect learning (e.g., changes in senses, reaction time, and memory), these vary widely from person to person, and the "degenerative" model of aging is not now widely favored. It is now suggested that the development of judgment, wisdom, and experience can often offset or override certain physical changes (Perlmutter & Hall, 1985; Schaie & Willis, 1986). It is important to consider, too, how aging is viewed from a wide variety of cultural perspectives.

- ***Psychological Change***

There is a considerably more complex picture emerging than the earlier "stage theories" might have suggested, yet we must recognize the continuing power of such theories in some areas. The work of Piaget (1954), for example, in explaining early human cognitive development, is still widely accepted, and the work of Kohlberg (Kohlberg & Kramer, 1969) which poses stages of human moral development still has many adherents (Kegan, 1982). Other approaches, such as a "life event" framework, argue that certain life events — while not necessarily predictable in their nature or chronology — can shape one's development and learning as an adult (Erikson, 1978; Smelser & Erikson (Eds.), 1980). Life events may be personal (birth, death, marriage, divorce, job change) or cultural (social movements, economic changes, political developments). Some theorists argue that the decision to engage in adult education may often be associated with such life events (Knox, 1977). A related concept of adult development speaks of "transitions" or "transformations" in adults' lives (Mezirow, 1991). Again, the argument is that the decision to participate in an adult learning activity is bound up in an important process of transition in the lives of adult learners, and that some forms of adult learning activities involve transformations in the lives of adult learners. One study of Mexican immigrant women in California, for example, found that the decision of women to return to school to learn ESL was related to changes in personal relationships in the lives of significant numbers of the study participants, and that the learning experience did involve some forms of transformation (Gasiorowicz, 1992). Finally, the work of Gilligan, discussed earlier, offers strong evidence of the need to take into account the personal relationships and attachments of individual adult learners in understanding adult development.

- ***Sociocultural Factors***

Sociocultural factors have received increasing emphasis in considerations of adult development in the late 1980's and early 1990's. This view argues that the previous adult development perspectives discussed (physical change or psychological change) focused primarily on the individual, and thus may have left out important contextual features in understanding causes and consequences of adult development (Freire, 1970; Jarvis, 1987). This perspective argues that in order to understand adult development we need to look at the broader social, cultural, economic, and political issues that often impact on adult learners as much or at times even more than individual, personal issues (Merrifield, Hemphill, et al., 1993). For example, if we leave out sociocultural considerations of why learners have low literacy skills (e.g., poverty, racism, war), we may fall prey to the fallacy of "blaming the victim" for a lack of literacy skills. The sociocultural perspective also argues that views of adulthood and adult development can vary considerably depending upon one's socialization, social role, culture, gender, class, sexual orientation, or other critical factors.

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